

Alternate Assessment Updates

School Year
2005 - 2006

Alternate Assessment Options

- Level I
 - Grades 2 – 12
 - Based on
 - Functional standards
 - new articulated kindergarten standards
- Level II
 - Grades 6 – 12
 - Based on
 - articulated standards grades 1 – 3

Prescribed Assessment Years

AIMS-A

- Grades 3 – 8
- Grade 10
 - If IEP team determines that student must approach or meet standards to graduate then student must have five opportunities to attain graduation requirement

ASAT

- Grades 2 – 9

Alternate Assessment Eligibility Criteria

Significant Cognitive Disability Definition

IEP team must determine whether a student meets *significant cognitive disability* (SCD) definition as the first step of the Form 1 eligibility criteria

Significant Cognitive Disability Definition

- Empirical evidence of a significant cognitive disability
- Difficulty acquiring, maintaining, generalizing, and applying academic skills across environments
 - even with intensive individualized instruction
- IEP goals focus on progress within functional achievement indicators

Access to Application

- Excel file must be updated or initiated by an administrator
 - by November 15
- Submit Excel file to ADE Support Center (enterprise@ade.az.gov) with a copy to mdahl@ade.az.gov
- Email subject line must read:
 - *Name of your PEA Alternate Assessment Password Request FY 2006*
 - **For example:** Garden Unified School District Alternate Assessment Password Request FY 2006

Updating Access to Application

- Add FY 2006 to name of Excel file
- Under comments identify the names to retain, delete, or add
 - complete both teacher sheet and administrator sheet
- If returning teacher forgets password from FY 2005, teacher may call ADE Support Center at (602) 542-7378 to reset password

Initiating Access to Application Teacher Level

- Special education director submits list of teachers administering alternate assessments
 - list teacher's name, phone, school sites by CTDS and name, e-mail contact information, and level of access
 - request teacher level access to alternate assessment application
 - ADE Support Center will notify teacher of password information by e-mail for access on first Wednesday in January (keep in a safe place!)

Initiating Access to Application Administrator Level

- Administrator-level access allows monitoring of teacher progress on web-based alternate assessment data entry
- Special education director submits list of administrator designee(s), if applicable
 - list administrator designee's name, phone, PEA CTD and name, e-mail contact information, and level of access
 - request administrator level access to alternate assessment application
 - ADE Support Center will notify administrator designee(s) of password information by e-mail for access on first Wednesday in January (keep in a safe place!)

DAP – Alternate K-1

- District Assessment Plan – Alternate (DAP-A) will be available online
- ASAT Form 2 may be used to enter data for kindergarten and first grade students
- Student data entered in any year will be available for editing in subsequent year
- Assessment information can be used to develop IEPs
- Student Reports will be available to print

DAP – Alternate Grades 11+

- District Assessment Plan – Alternate (DAP-A) will be available online
- ASAT Form 2 may be used to enter data for students in grades 11 through graduation
- Student data entered in any year will be available for editing in subsequent year
- Assessment information can be used to develop IEPs
- Student Reports will be available to print

Reset Button for Test Eligibility

- When changing test eligibility from Level I to Level II, edited student data in Level I will not be saved

Printing Student Reports

- Student Reports are available to print following final verification
- Last date to print Student Reports is first Friday in June
- Another option to obtain Student Reports
 - follow screen instructions to download Reports to hard drive

Revised Student Reports

- Student reports will parallel the general AIMS reporting system
- Scores will be reported at strand and concept level of the Arizona Academic Standards

Example Student Report for FY 2006

PERFORMANCE LEVELS		READING (23 items)		WRITING (21 items)		LISTENING/ SPEAKING (34 items)		MATHEMATICS (48 items)
Exceeds Standards	253 - 231		231 - 211		374 - 341		528 - 481	
Meets Standards	230 - 139		210 - 127		340 - 205		480 - 289	
Approaches Standards	138 - 70		126 - 64		204 - 103		288 - 145	
Falls Far Below Standards	69 - 23		63 - 21		102 - 34		144 - 48	

LEVEL I - B

AIMS-A Strand/Concept Results - Reading			
Strand/Concept Title	Points Possible	Points Earned	Percent Attained
Strand 1: Reading Process			
Concept 1: Print Concepts			
Concept 4: Vocabulary			
Concept 6: Comprehension Strategies			
Strand 2: Comprehending Literary Text			
Concept 1: Elements of Literature			
Strand 3: Comprehending Informational Text			
Concept 1: Expository Text			
Concept 2: Functional Text			

AIMS-A Strand/Concept Results - Writing			
Strand/Concept Title	Points Possible	Points Earned	Percent Attained
Strand 1: Writing Process			
Concept 2: Drafting			
Strand 2: Writing Elements			
Concept 4: Word Choice			
Concept 6: Conventions			
Strand 3: Writing Applications			
Concept 2: Expository			
Concept 3: Functional			

AIMS-A Strand/Concept Results - Mathematics			
Strand/Concept Title	Points Possible	Points Earned	Percent Attained
Strand 1: Number Sense and Operations			
Concept 1: Number Sense			
Concept 2: Numerical Operations			
Concept 3: Estimation			
Strand 2: Data Analysis, Probability, and Discrete Math			
Concept 1: Data Analysis			
Strand 3: Patterns, Algebra, and Functions			
Concept 1: Patterns			
Strand 4: Geometry			
Concept 1: Geometric Properties			
Concept 4: Measurement			
Strand 5: Structure and Logic			
Concept 2: Logic, Reasoning, and Arguments			

Revised Forms and Manual

- Revised forms and manual available at

www.ade.az.gov/standards

Changes are blowing in the wind!

- Alternate assessment is evolving - it's exciting!
- It offers additional opportunities for student achievement based on participation in the general curriculum.
- Expanded benchmarks reflecting grade-level expectations have been drafted in reading, writing, mathematics, and science.
- We need your expertise to review the benchmarks and direct the needed changes so all students can participate more meaningfully in the assessment process.
- Surveys and draft benchmarks will be disseminated in January.
- Public forums will be held in February.

For Further Information . . .

- For information and assistance, contact your program specialist:
- Flagstaff office
 - 928-679-8100
- Phoenix office
 - 602-542-4013
- Tucson office
 - 520-628-6330